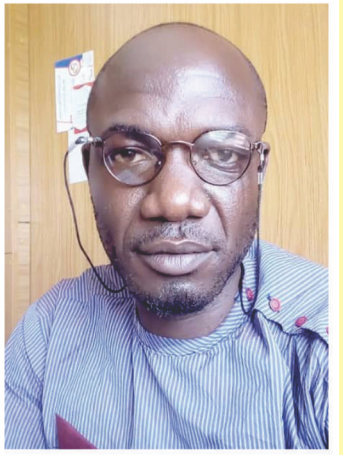
CIVIC EDUCATION

FOR

SCHOOLS AND COLLEGES

PEVER SIMEON TERHEMEN

ABOUT THE AUTHOR



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DEDICATION

This book is dedicated to my mother, Dr. Tabitha Apeize Pever, JP

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First and foremost, I am very grateful to God Almighty who made it possible for the pace of writing this book.

I am indebted to the numerous authors and scholars who I consulted their works and publications in writing this book. The works I consulted helped in shaping my intellectual foresight and making available relevant materials for the completion of this book.

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I appreciate Dr Langa H. B. Bangunji in a special way for providing an enabling scholarly environment for a material of this nature to be produced.

I also appreciate Dr Esrom Toro Jokthan, Dr Adamu Babikoi, Dr John Pever, Amadi Mohammed Shinga, John Tati Cham, Muhammed Juji Baraya, Abubakar Umar Duku, Arc James Dafle, Yaji Gayus, Dr Sani Ahmed Yauta, Garba Shu'aibu, Aliyu Mamman, Patience Onyejonchi Okwori, Barr. Harrison Hassan, and Abubakar Imam Tukur for their encouragement and support for this book.

Thanks to my mother Dr Tabitha Apeize Pever who has always being my source of inspiration. To my children- Anadoo, Seerdoon and ShaAna, your patience had being wonderful. My siblings, your support shall not be forgotten.

Lastly, I am very grateful to the general public especially my students whose desire to have civil knowledge had spurred me to write this book.

PREFACE

The returned and the uninterrupted democracy in Nigeria twenty-one years ago require civic education to enable the citizenry to operate freely and fairly in their obligations. Also, Civic Education as entrenched in the school curriculum will continue to require lots of books in order to enhance the mastery of the subject by both teachers and students. Thus, the main focus of this book is

1. To enable its users to have a stimulating background with a view to participating freely and fairly in the democratic society
2. To introduce Civic Education to all the category of students that the book seeks to serve; Secondary School, Colleges of Education as well as undergraduate students in the areas covered.
3. To assist Government and other concern agencies in the propagation of civil duties.

From the efforts made in writing this book, I have benefited considerably from the diverse sources consulted and I am indeed grateful to the various authors. I therefore welcome meaningful and constructive criticisms from members of the public for its improvement.

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FORWARD

Civic Education for Schools and Colleges is designed to enhance the capabilities of explaining and defending the subject of Civic Education before those that have no knowledge or little knowledge of it. It presents in a concise manner the meaning, attributes, purposes and the structure of the subject.

Pever, S. T's educational background and professional experience warrant his authorship to produce a text on "**Civic Education for Schools and Colleges"** in order to aid in better and easy way of presenting the subject matter to students.

The author has a high sense of responsibility and he is conscientious researcher who has contributed immensely to learning.

I am very delighted in writing a forward to this useful resource material. The author deserves commendation for coming up with a book of this nature that will guide students, teachers and parents at this critical time in our Nationhood.

I therefore recommend this book to Nigerians who are interested in the education of our future leaders.

Dr. Langa, H. B. Bangunji, (JP)
(Provost)
College of Education, Billiri
Gombe State, Nigeria

Table of Contents

Chapter One: Meaning of Civic Education
Introduction
Definition of Civic Education
Objectives of Civic Education
Scope of Civic Education

Chapter Two: Operational Definition of Terms in Civic Education
Introduction
Nation
State
Power
Authority
Influence
Legitimacy
Sovereignty
Democracy

Chapter Three: Pre-Colonial System of Governance in Nigeria
Introduction
Hausa/Fulani Pre-Colonial System of Governance
Yoruba Pre-Colonial System of Governance
Igbo Pre-Colonial System of Governance
Tiv Pre-Colonial System of Governance

The 1960 Constitution
Post-Independence Constitutional Development
The 1963 Constitution
The 1979 Constitution
The 1999 Constitution

Chapter Eight: Law, Bill and Act
Meaning of Bill, Law and Act
Diagram showing Movement of Bills in the National Assembly
Age Reduction Bill

Chapter Nine: Public Commissions in Nigeria
Introduction
Public Complaint Commission
SERVICOM
Civil Service Commission
Independent National Electoral Commission
Economic and Financial Crimes Commission

Chapter Ten: Political Parties in Nigeria
Meaning of Political Party
Characteristics of Political Party
Functions of Political Party

Meaning of Political Ideology
Types of Political Ideology

Chapter Twelve: An Overview of Contemporary Nigerian System of Government
The Executive
The Legislative
The Judiciary
The Administrative Divisions

REFERENCES

Chapter One

MEANING OF CIVIC EDUCATION

Introduction

An understanding of the term civic education will enhance capabilities of explaining and defending the subject before those who have little or no knowledge of it but continuously misrepresent it. This chapter therefore gives the meaning, essential attributes, purposes and structure of the subject.

Definition of Civic Education

It is a difficult task to give a concise and universally acceptable definition of civic education. This is due to the distinct background of those definitions, in addition to which civic education as a subject is still in the process of organizing and revolving. This notwithstanding, various attempts have been made to capture its meaning.

Falade (2008) defined civic education as a programme that teaches about the political system. It lays emphasis on the rights, duties, and obligations of every member of a political system. The training is to develop in the learners those values and skills that will make them responsible citizens.

Utulu (2011) sees civic education as a training which essentially seeks to introduce learners to the process of democratic socialization by promoting support for democratic behaviours and values among citizens. Alexander (2012) defines civic education as an important component of education that cultivates citizens to participate in the public life of a government and democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. To achieve this, a broad range of topics such as man values, obligation to his society, his relationship with the law of the society are incorporated into civic education

Oyebola (2013) refers to civic education as educational, learning or professional activities carried out to enable people understand the ideas of democracy, develop a reasoned commitment to the values and principles of democracy, be motivated to identify with areas of the political process they can participate, and what they can do to influence political outcome and thereby improve the quality of government and governance. Civic education cultivates a citizenry which participates in the public life of a democracy, use their rights and to discharge their responsibilities with the necessary civic knowledge and skills.

Adedayo and Adeniyi (2015) viewed civic education as a term concerned with the development of values, social norms, skills and democratic ideals in the citizens.From the above perspectives, civic education is therefore a study that instills in the learner consciousness

operation of government as well as a sense of respect for the law and affection for the Nation.

Objectives of Civic Education

The study of civic education in Nigeria shall provide the citizenry with basic understanding of the government and political processes. It also aimed at encouraging them to engage in a wider range of activities by participating fully in the political trend of the community and to be committed to the fundamental values and principles of a society in a democratic form. Specifically, the objectives of civic education are:

1. Enabling citizens to be aware of their civic rights and responsibilities as members of a country.
2. Creating awareness on how a society is organized politically and traditionally.
3. Giving learners the ability to understand their differences in terms of tribes, religion and cultures and respecting same for the interest of peace, unity and progress.
4. Inculcating in the learners the trend of politics to enable them contribute their quota to the growth and sustainability of the Nation.
5. Building patriotic and philanthropist citizens. That is, encouraging learners to love, supports and defends their nation and human kind.

Scope of Civic Education

The scope of civic education in Nigeria has not been adequately explained. This is probably because it embraces all aspects of human civilization. However, the term intends to cover the following:

i. Civic knowledge
ii. Civic skills
iii. Civic dispositions

1. **Civic knowledge:** Is concerned with the content of what the citizen of a country ought to know; the subject matter. The knowledge scope is represented in five statements that engage every thoughtful citizen. These include:

a. Civic life, politics and government: This helps citizens to make informed judgements about the nature of civic life, politics and government and why politics is necessary; the purpose of government, the nature and purpose of constitution and the alternative ways of organizing constitutional governments. These aspects shall promote greater understanding of the nature and importance of civil society or the complex network of freely formed, voluntary political, social and economic associations which is an essential component of a constitutional democracy.

b. Foundations of political systems: this gives an understanding of historical and economic foundations of a nation's political

system; the different characteristics of a society and political culture; as well as individual rights and responsibilities as citizens.

c. Representation of the government established by the constitution; its purposes, values and principles: this enables citizens to understand and evaluate the limited government they have established and the complex dispersal of powers it entails. Citizens who understand this justification are better able to hold their governments at local, state and national accountable and to ensure that the rights of individuals are protected.

d. The relationship between nations and the world: this is important because, a nation does not stand on its own. Citizens need to understand the major elements of international relations and how the world affairs affect their own lives, and the security and the wellbeing of their communities, state, and nation. Citizens also need to understand the roles of major international governmental and non-governmental organizations because of the increasingly roles that they are playing in the political, social and economic realms.

e. The role of citizens in democracy: Citizenship in a constitutional democracy means that, each citizen is a full and equal member of a self-governing community and is endowed with fundamental rights and entrusted with responsibilities.

Citizens shall understand that through their involvement in political life and in civil society, they can help to improve the quality of life in their neighborhoods, communities, and nation. If they want their voices to be heard, they must become active participants in the political process. Although elections, campaigns, and voting are central to democratic institutions, citizens should learn that beyond electoral politics many participatory opportunities are open to them.

2. Civic Skills: (Intellectual and Participatory)

The second essential component of civic education in a democratic society is civic skills. If citizens are to exercise their rights and discharge their duties as members of self-governing communities, they need to acquire relevant intellectual and participatory skills to be able to think critically about a political issue. For instance, one must have an understanding of the issue, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issue.

The intellectual skills essential for informed, effective, and responsible citizenship sometimes are called critical thinking skills. A good civic education enables one to identify or give the meaning or significance of things that are tangible such as the national flag, national monuments, or civic and political events. It also enables one to give the meaning or significance of intangibles, such as ideas or

concepts including patriotism, majority and minority rights, civil society, and constitutionalism.

The ability to identify emotional language and symbols is of particular importance for citizens. They need to be able to discern the true purposes for which emotive language and symbols are being employed.

Another intellectual skill is the ability to describe functions and processes such as legislative checks and balances or judicial review. Discerning and describing trends, such as participation in civic life, immigration, or employment helps the citizen fit current events into a longer term pattern.

In addition to the acquisition of knowledge and intellectual skills, education for citizenship in a democratic society must focus on skills that are required for informed, effective, and responsible participation in the political process and in civil society. Those skills can be categorized as interacting, monitoring, and influencing.

- Interacting pertains to the skills citizens need to communicate and to work cooperatively with others.
- Interacting is to be responsive to one's fellow citizens. To interact is to question, to answer, and to deliberate with civility, as well as to build coalitions and to manage conflict in a fair, peaceful manner.
- Monitoring politics and government refers to the skills citizens need to track the handling of issues by the political

process and by government. Monitoring also means the exercising of oversight or "watchdog" functions on the part of citizens.

- Influencing refers to the capacity to affect the processes of politics and governance, both the formal and the informal processes of governance in the community.

3. Civic Dispositions: (Essential Traits of Private and Public Character)

Traits of private character such as moral responsibility, self-discipline, and respect for the worth and human dignity of every individual are important. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise indispensable to democracy's success are components studied in civic education.

Chapter Two

OPERATIONAL DEFINITION OF TERMS IN CIVIC EDUCATION

Introduction

It is imperative for citizens to understand the meaning of basic concepts used in civic education. This would enhance their operation in the society. The concepts explained in this chapter are; nation, state, power, authority, influence, legitimacy, sovereignty and democracy.

Nation

A nation is a large group of people who share common blood, common language, common culture, and common history, example, Tangale, Fulani, Cham, Dadiya, Tula, Tiv, Igbo, Yoruba, Hausa etc. Nigeria as a country is also refers to as a nation because all citizens share common language (Hausa, Igbo and Yoruba as lingual Franca), Common history (Independence Day, democracy day etc.), common culture (National anthem, the Pledge, the Flag, Coat of Arm etc.) and common territory.

State

Afolabi and Otuno (2010) explains that a state is a group of people (nations) who are organized politically within a geographical territory, with an establish system of government and are free from the

controls and dictates outside such geographical territory.

Features of a State:

(i) State have definite territory: this is a geographical area under control of a single government

(ii) There is the existence of government in a state: the state has a governing body with the powers to make and/or enforce laws to control a state, land area, people and organizations.

(iii) The state exists permanently- it last for an indefinite time. The states seize to exist when there is a break-up.

(iv) The affairs of a state are managed by its government.

(v) The state through its agencies enacts and enforces laws. The legislatures make laws while the police, immigration, national drug law enforcement agency etc. enforces law in a state.

(vi) The affairs of a state are free from the controls and dictates of external powers (sovereignty).

Power

Power is the ability to apply influence, manage, direct, control or temper with something. It exists in all aspects of social life ranging from the family, the school and from religious to economic activities. Power involves two sides, one being the actor and the other being the one acted upon. In Government, power is the ability to managing state affairs.

Influence

Influence is the capacity to have an effect on the character development or behavior of someone or persons. It also means the power of persons or things to be a compelling force on or produce effects on the actions, behaviour and/or opinions of others. For example, the influence of the family, friends or relations to achieve a particular thing.

Legitimacy

Legitimacy means lawfulness (recognition by laws or rules). This means the right and acceptance of an authority, usually a governing law. A government is legitimate when it is lawful. Legitimate government gains their power through lawful means such as a free and fair election. Legitimate government enjoys:

1. Popular support: A government is legitimate when it enjoys the popular support of the citizens of the state.
2. Popular participation: The participation of various interest groups in a government enhances the acceptance of such government.
3. Foreign relations – The government with legitimacy has the support and acceptance of other nations. State with illegitimate governments is usually isolated from the committee of nations.

Sovereignty

Sovereignty is the freedom and power to govern the territory of a state without any external control. There are different types of Sovereignty within a state. These are:

1. Internal sovereignty: This is the supreme power of the state to make and enforce laws within its territory.
2. External sovereignty: It refers to the freedom of the state from external control. It empowers the state to relate with other independent states on an equal basis.
3. Legal sovereignty: This refers to the power to make and enforce laws in a state. The agent of the state given such power is called the legal sovereign and it acts on behalf of the citizens.
4. Political sovereignty: This is people's power to choose their leader through the electoral process.

Characteristics of Sovereignty

1. Freedom from external control: Every sovereignty state is free to conduct its activities within its territories without any interference from foreign government or agencies.
2. Sovereignty is Permanent: As long as the state exists, sovereignty exists. Sovereignty does not change with the change of government.
3. Broad powers: A sovereign state has wide and all-

Sources of Power

The sources of power include:

1. Religion: this is the power applied by Religious leaders to influence, manage, direct or control the people base on their faith. For example, Imam, Pastors and other clergies.
2. Economy: This is the power exercised by those who have and manage the economic resources at their disposal to apply influence, manage, direct or control people. For example, the business men.
3. The academic source: This source of power is exercised by those who control information and knowledge to influence, manage, direct or control people due to their possession of knowledge and skills. For example, teachers have influence over their students because of the knowledge they have.
4. Constitution: power can also be acquired through a mandate given by the people through an electoral process. For example, President, governors, senators etc.
5. Traditional: This power is obtained through the culture of the people and the lineage system (inheritance); it is common to members of a royal family.

Authority

Authority is the power vested in an individual or group of people to give orders and enforce compliance. In a democratic government, the

authority of the state on its subjects is backed up by the constitution (law). The sources of authority include; the constitution, custom and tradition of the people and charismatic.

The major types of Authorities are:

1. Political Authority: this is obtained as a mandate received from electoral process. It is exercised by the politicians and those in government.
2. Traditional Authority: this is a type of authority which has it origin in the tradition of the people. It is backed up by customs; those who enjoy it are traditional rulers and custodians of tradition and culture.
3. Bureaucratic Authority: this is the type of authority enjoyed and exercised by public servant. Like political authority, it is backed up by the constitutional provision empowering the public service act.
4. Delegated Authority: this is the power conferred on a subordinate to act on behalf of a superior officer on specific matter within the confines of law.
5. Technical Authority: it is an authority derived by virtue skills acquired through training in a particular area of study, e.g. engineering and medicine.

encompassing powers which embraces every aspect of life and bind all groups within its territories

4. Sovereignty cannot be transferred: The state can lose it sovereign right when it is annexed by another country.

Factors that can limit the sovereignty of a state:

1. International trades: this limit the sovereignty of many nations. To effectively trade with other countries, some nation suspends their own laws so as to gain the favour of such countries.
2. World Peace in International Relation: The importance of the World Peace in International Relation leads to enactment and enforcement of international laws. These laws undermine certain aspects of sovereignty of the individual nations thus limiting such nations.
3. Economy: some States mortgaged their sovereignty on the altar of foreign aid as a result of unstable economy.
4. Powerful nations: Powerful nations extend their influence into the territories of sovereign states thus dictating the policies of such small and weak nations.

Democracy

Democracy is a process by which all the people of a state are involved in decision-making- directly or indirectly about their affairs, typically by voting to elect representatives.

The people, through the ballot system to elect the political office holders who are answerable to them. Democracy asserted by Diamond (2004) consists of four key elements of:

1. A political system of choosing and replacing the government through free and fair elections.
2. An active participation of the people as citizens in politics and civic life.
3. Protection of the human rights of citizens
4. A rule of law in which the law and procedures are applied equally to all citizens.

Chapter Three

PRE-COLONIAL SYSTEM OF GOVERNANCE IN NIGERIA

Introduction

The nature of governance in the pre-colonial epoch differs among ethnic groups in Nigeria. In this chapter, the pre-colonial system of governance among the Hausa, Igbo, Yoruba, Tiv and Kanem-Bornu is discussed.

(a) Hausa/Fulani Pre-Colonial System of Governance

Hausa land, before 1804, was made up of fourteen towns grouped into two. The first group of seven was called Hausa Bakwai while the other group of seven was called Banza Bakwai. The pre-colonial system of governance among the Hausa/Fulani was based on the emirate system. The paramount authority was with the Emir. The law as highlighted by Joel (2013) was based on Islamic legal system (Sharia).The Emir's court was the highest in the Hausa/Fulani land. The Emir was assisted in his governance by some office holders. They include:

1. Sarkin Fada: - Sarkin fada was the spokesman of the Emir and organizer of palace workers.
2. Waziri: - was the Prime Minister of the Emirate

3. Galadima: - was the Administrator of the capital city.
4. Madawaki- was the commander and Head of the Emirate Army.
5. Magaji: - was in-charge of the Emirate treasury.
6. Sarkin Dan Doka: - was in-charge of the Emirate police.
7. SarkinRuwa: - was in-charge of water at the Emirate.
8. SarkinPawa: - was the Head or Chairman of Butchers at the Abattoirs
9. Yari: - in-charge of Prisons at the Emirate

(b) Yoruba Pre-Colonial System of Governance

The Yoruba structure of governance during the pre-colonial era was headed by a king known as Oba. The Oba was assisted in the administration by council of elders consisting of Senior Chiefs. They were made by either Oba or Council of elders or both. Oba's court was the highest in the Yoruba kingdom. The major characteristics of the Kingdom as highlighted by Babatunde, Qaudri and Idrisu (n.d) were that:

i. It was constitutional monarch.
ii. There was no formal system of taxation but tribute payment.
iii. There was no separation of power.
iv. There was system of checks and balances.
v. It was based on feudal mode of production.

Igbo Pre-Colonial System of Governance

The Igbo had the village/village group as the largest political unit. They maintained a decentralized society. This was by kindred, then the family unit. The Igbo generally had no kings or chiefs. They operated a democratic system of government. The executive, legislative and judicial powers were vested in the Oha-na-eze, the council of elders; the Ofo title holders; the family; the Ozo title holders; the Age – Grades, the Umuada, and the "Ala" or the Earth's goddess represented by a Chief Priest. A member of the council was replaced after his death by the eldest in the unit.

Three (3) methods were used to punish evil doers, these include:

i. Fine for minor offences
ii. Disassociation for senior offence (no member of the community will communicate with the person)
iii. Expulsion from the land for deadly offense (This was like a capital punishment)

Minor disputes were then handled by the family while major disputes were settled by the council of elders. The final adjudication of cases were done by deities.

The structural organization of Igbo political system was based on

1. Village Administration: - A village is seen as inhabited by a group of related families. Each family head held the Ofo title and all of them put together formed the council of elder.

The council governed the village.

2. The Age – Grade:- The age – grade are people of the same age group, they perform the following functions:

a. Clearing the paths, construction of roads, and markets etc.
b. They were involved in the administration of the villages
c. They served as army for the defense of the villages against external enemy.
d. They acted as the police force for the maintenance of law and order.
e. They helped in the implementation of policies made by the council of elders.
f. They assisted in checking abuse of powers by the paramount rulers and the council of elders.
g. They also perform ceremonial and cultural functions during important ceremonies in the village or communities.

(c) Tiv Pre-Colonial System of Governance

The Tiv people had no king during the pre-colonial era. Every man was ruler of his own house. They lived in compounds administered by the eldest man. Many compounds formed clans and districts that were variously divided and sub-divided. The elders of the various clans and district would meet and discussed issues at those levels and arrived at democratic decisions that bound there sectors. If an issue involved the whole ethnic group, the elders of the various sections and districts would meet and took decisions.

This situation obtained until the colonist established a Tiv central authority by creating the office of a paramount ruler (Tor Tiv).

The following characterized Tiv pre-colonial system of governance:

i. There was no central authority
ii. It was Republican in nature
iii. There was no system of taxation
iv. Democratic when it comes to decision making

(d) Kanem-Borno Pre-Colonial System of Governance

Kanem was founded by a Prince called Kisra and his followers. They migrated to the East of Lake Chad from East of Africa (Babatunde, Quadri and Idrisu, n.d). The movement of Kisra and his people took place as a result of the destruction of the city Meroe (in the present-day Republic of the Sudan) by the people of Axum (in Ethiopia) about A.D. 350.

Notable group of people in the Kanem-Borno Empire were the so, zaghawa, kanuri or kanembi and the Buala. At the head of the central government was Mai or the king. The Mai used to appear in the public twice a year on two great festivals of the land. Next to Mai was the Magira (queen) who controlled the domestic arrangements of the royal court. Another influential person was the Gumsu (the first or eldest wife of the king). The Mai (king) ruled indirectly through the feudal lords who collected taxes in all kind from their subjects. The Mai was assisted in the administration by twelve men drawn from

royal families. The empire was divided into four provinces of:

a. North – headed by Yerima
b. South – headed by the Kaigama who was also Commander in chief of Army
c. East – headed by the Mestrema, who was also Warden of the king's house hold
d. West – headed by the Galadima

The provincial rulers also served as leaders of the four main divisions of the imperial army and were assisted by the Kacella. The imperial high court of justice was presided over by a chief justice known as Mainin Kanendi who worked in the Empire with twelve other judges. The third most important person in the realm of judiciary was the Talba. His official duty was to keep the records of the high court.

Chapter Four

BRITISH CONQUEST AND RULE IN NIGERIA

Introduction

Nigeria grew into an internationally recognized independent nation in 1960 after a period of colonialism under the British government which spanned about a century, beginning with the formal annexation of Lagos in 1861. The history of Nigeria which is known during the pre-colonial period was dominated by a number of Kingdoms or Empires as some listed in Chapter three. These kingdoms developed in the contest of the Trans-Saharan slave trade. However, the activities of the humanitarian and philanthropists who campaigned against slave trade as intrinsically evil as asserts by Oduwobi (2011) led to the abolition of slave trade. Religious and economic strategies were also used as a primary means of undermining the slave trade. The foregoing and many more marked the beginning of colonization in the country.

Process of British Acquisition of Nigeria: an overview

The British influence was established in the Nigerian areas during the Berlin Conference (also known as the Congo Conference). In 1849, the British established a consular authority for the Bight of Benin and Bonny (Biafra) headed by John Beecroft, a trader in bights.

Gun-boats diplomacy was adopted to project the commercial interests against the coastal states. In 1851, British decisively intervened in a dynastic dispute in Lagos; king Kosoko was ejected and replaced by his uncle Akitoye, who promised to uphold the British interest. British then took complete possession of the Island as a colony after ten years (in 1861).

From Lagos, the British became gradually involved in the developments of the hinterland in Yoruba land. As in Lagos area and its hinterland, the British applied themselves with the same vigor in the Niger Delta where a series of coercive manipulations compelled the Delta States to do their bidding. 1850s was the period the Niger River became the medium for the spread of British influence to the Northern Nigeria region. A crucial period was attained in 1879 to 1882.The Scottish industrialist, Macgregor Laird pioneering efforts were accompanied by a flood of British trading concerns in the Niger-Benue basin. These firms however coalesced into one to form the United Africa Company and later changed its name to the National African Company.

The increasing commercial rivalry among the major European powers was connected with the roused influence of the British in Nigeria. This led to fever-pitchin 1884. It took the distinctive political dimension in the aftermath of the Berlin Conference as each power sought geo-political control to protect its commercial interest. By 1890, the British government in Lagos

concluded a treaty with a number of Yoruba kingdoms, variously recognizing the superiority of British interest and other European powers. British conquered Ijebu Kingdomin 1892 for obstructing free trade and communication with the interior.

The British embark on the process of bringing the Yoruba land under their political control in 1893; the punitive action was taken against the Alaafin and his town Oyo was bombarded in 1894.
The treaty making exercise of Hewett, the consul of the Bights of Bonny and Benin with the local authorities in 1884 marked the beginning of the eventual British taking over. In 1887 King Jaja of Opobo was forcibly removed and exiled for obstructing commerce; Nana, an Itsekiri merchant prince was likewise treated in 1894 for a similar offence; while the Benin Kingdom was conquered in 1897 and its king exiled for being deliberately obscure.

The activities of the National African Company prepared a ground for the eventual imposition of the colonial rule in the North for the Niger-Benue basin. The company had by 1882 began to nurse political ambitions to protect its commercial interests in its area of operations by indiscriminate treaty-making exercises by which it claimed to obtain political and commercial concessions from local authorities on the Niger-Benue basin. In 1886, the British granted the company the charter by which it was to protect British interests in the area on behalf of the government. Following the grant of the chatter, the company changed its name to the Royal Niger Company (RNC).

The Sokoto Caliphate was assigned to the British between 1894 and 1899 after the French and the German joined in the fray as they sought to challenge and undermined the maneuvers of the RNC at the Caliph's Court. By the same token, the state of Bornu was position in three with its Western positions going to the British. It was on this basis that the protectorate of the Northern Nigeria was proclaimed on January 1st1900. The protectorate of the Northern Nigeria did not, however, became an administrative until after 1903.This was because the different Emirates of the caliphate offered resistance to the imposition of colonial rule.

In Bornu, the British takeover was less complicated. The French had in 1900 assisted the Shehu (Emir as of then) to restore his authority, and for which he was to pay indemnity of $80,000. In 1902, the British took effective occupation of their zone in Borno. A garrison was established in the town of Maiduguri to which Shehu was induced to establish his seat of government by an offer of relief from further payments of the French indemnity.

British Administrative Policy in Nigeria

The geographical configuration of Nigeria was defined under three political and administrative units. These include; 1. The Colony and protectorate of Lagos 2. The protectorate of Southern Nigeria and 3. The protectorate of Northern Nigeria in 1900. The inauguration of these three geo-political administrations by the British Colonies marked the formal commencement of the colonial

rule in Nigeria. The protectorates used identical methods in resolving their issues; they were different only by their territorial peculiarity of their respective areas. Indirect rule was used as the administrative policy in Nigeria by the British.

Indirect rule as seen by Brine (2012) is the practice of having native people hold most of the position in government, the imperial power send only a top level of administrators and advisers to make sure that the native officials carry out the right policies. On the other hand, indirect rule is one way for an imperial power to exert control over an area without sending a complete government to administer the area. In case of Nigeria, the British Colony were convinced that the best and the most convenient means of protectorate administration was through the appointment of a paramount authority; non-centralized communities were either assembled under one of their kind as native authority or were simply brought under a neighboring native authority.

Following the typical political structure of Bornu and the emirate, each local area was divided into districts under districts heads, and placed over the heads of the constituent villages or towns. Revenue was raised through the imposition of taxes which were channeled through village and town heads and their respective district heads. The native authorities retained share of the taxes collected in their respective area of jurisdiction, while the reaming portion went to the protectorate government.

The colony and protectorate of Lagos comprised two territorial sections. The colony incorporated areas annexed to the British crown with all political authority exercised by British official in the protectorate; indirect rule was not applied as the indigenous authorities were not shorn of all political power. The entire protectorate was divided into district. A district commissioner was appointed for each and was responsible to the governor who was the head of the administration. However, under the ordinance of the native councils in 1901, the indigenous authorities were invested with executive, legislative and judicial powers under the supervision of the district commissioners.

In the protectorate of southern Nigeria, the head of the administration as in the north was referred to as the high commissioner until 1906. The territory was divided into divisions and districts respectively under divisional commissioners and district commissioners. Great communities of the protectorate were non-centralized. Although under the principle of indirect rule, the indigenous authorities were appointed by which local administration was operated, but the character of such appointments rarely had roots in the indigenous political system.

The merged of the colony and protectorate of Lagos and the protectorate of the southern Nigeria under single administration called the colony and the protectorate of southern Nigeria headed by a governor was in 1906. No new way or administrative changes were

introduced except that the territory was divided into three provinces headed by provincial commissioners. The provinces consisted of districts under the district commissioners. In 1914, the colony and protectorate of southern Nigeria was amalgamated with the protectorate of Northern Nigeria and thus emerged the Nigerian state.

Chapter Five

NATIONALIST MOVEMENTS IN NIGERIA

Introduction

Nationalism is defined variously by different scholars. Bulya (2009) defines nationalism as the conscious feeling for one's country and tradition of a people in a given geographical area. Saleh, Ademola and Damulup (2011) sees it as a sense or an ideology of common unity, common identity and common aspirations existing among a people who share to some extent a common history, race, culture, religion, territory and ethnic unity. The conscious feeling and the ideologies may vary depending on the circumstance of the time. For example, people under the colonial rule in Nigeria saw this conscious feeling in the right of liberating their country from foreign domination.

Nationalist Movements in Nigeria

An aggressive movement of Europeans into the inland of Nigeria marked the beginning of nationalism in the country. The movements were resisted by leaders like king Kosoko of Lagos 1851, King Jaja of Opobo in 1887, Prince Nana of Itsekiri, 1894 and Abduraman of Sokoto who reign between 1891 and 1902.

The early nationalist in Nigeria laid a solid foundation for modern nationalism especially after the colonization of the country. Nationalist resistance continued after the imposition of colonial rule by the British 1900. Prominent among these were Sir Herbert Macaulay, Dr. NnamdiAzikiwe, Chief ObafemiAwolowo, AlhajiAbubakarTafawaBalewa, Aminu Kano, Sir Ahmadu Bello, Michael okpara, Dr.AkanuIbiam,Joseph SaawuanTarkaa, mnokwugwoOkoye etc. These people contributed greatly in bringing about an end to colonial rule in Nigeria.

Influence of External Factors on Nationalism

Nationalist movement in West Africa and Nigeria in particular became ardent immediately after the First World War. Many reasons account for this state of affairs.

1. By 14 august 1914 a joint declaration was released by Britain, USSR in New Found Land. The Atlantic charter provided a broad statement of the two countries war arms. Article three (3) of the charter stated that "the signatories to the charter were to respect the right of peoples to choose their own form of government under which to live" (Bulya 2009:61). This motivated nationalist activities after the war.
2. The defeat of British troops by Japan in 1941 subsequently led to a loss of confidence on the Britain and

colonial people saw this as a weak point and were therefore determined to fight for freedom.

3. The independence of India in 1947 which was under British rule increased the tempo of nationalists demand in Africa with the activities of West African students union (WASU). Many articles were written and published in USA, Britain, France and USSR attacking imperialism and colonialism in Africa. Their poor attitudes to colonialism contributed greatly to the development of nationalism.
4. Africans who studied overseas and returned home showed strong feelings against colonialism. These people include Azikiwe of Nigeria, Nkrumah of Ghana, Sengor of Senegal, McCauley of Nigeria etc. They set up newspapers to attack colonial rule. For example, the COMET and West African Pilot newspapers. These newspapers sensitized people on the need to agitate for independence.
5. The emergence of social opposition parties in Britain and France supported the African nationalists. They used parliaments in their various countries to expose the ills of the colonial office, and made their own people to realize some of the practices of colonialism. They created pressures on government for the electorate at home.

Chapter Six

THE CONSTITUTION

Meaning of Constitution

The constitution as defined by Afolabi and Otuno (2010) is a set of fundamental principles, rules, customs and practices by which government establishes, allocates, empowers and manages it organs and citizens; thus defining the citizens' rights and obligations in relation to the state.

The Nature of Constitution

The nature of the constitution is based on the following points:

1. Ultimate document of the law that is superior to all other laws in the State.
2. Other laws are made from it.
3. It is concise.
4. The values, ideals and aspirations of the people are reflected in the constitution.
5. It is able and adaptable to changes.

The Sources of Constitution

The sources of constitution include:

1. Past experiences: these are previous collection of observed events, feelings, processes or actions that may alter or

contribute to knowledge, opinions or skills as well as the wellbeing of the citizens.

2. Judicial precedents: Judicial precedents are decisions established in prior legal cases and can be used as reason by court when deciding subsequent cases with similar issues or facts
3. Acts of parliament: Acts of parliament are Bills that has been approved by both the House of Representatives and the Senate and been Assent to by the President.
4. Conventions: his is a representative body that is formed by the government to meet to form and adopt a new constitution or to form, consider, and adopt amendments to an existing constitution.
5. Customs and norms: customs are standards of behavior that are socially approved while Norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. The State may decide to form the customs and norms into constitution.

Types of Constitution

Written Constitution: this is when the rules, regulations, laws, customs, principles and conventions of any particular country are contained in a single document. An example is the Nigerian Constitution.

Unwritten Constitution: This is a constitution that has provisions in different documents. In such a constitution the judicial guidelines, custom, convention and status directing governmental affairs cannot be found in one particular book. The constitution of Britain is a good example.

Unitary Constitution: this is a constitution which provides that the conduct of government shall be by a single arm of government for the country. Countries that operate unitary constitution include Ghana, Gambia and Sierra-Leone.

Federal Constitution: This is a constitution that provides for two or three levels of government and how these levels are used to operate in governing one country. Example, Nigerian constitution provides for three levels of government (Local Government, State Government and Federal Government). Other countries that that operate federal constitution is United State of America (USA), Germany and India.

Con-Federal or Semi-Federal Constitution: This constitution regulates the conduct of government by a union of two or more States. In this type of constitution, the collective government is not as strong as the governments of the States that that make up the union.

Parliamentary Constitution: this is the constitution that partially merged the law making, law implementing and the law interpreting organs of government together. The constitution was operated in Nigeria between 1960 and 1963.

Presidential Constitution: the presidential constitution provides for separate law-making, law-implementing and law-interpreting organs of government, with the president having the implementing power of the government. Nigeria also operates this type of constitution.

Using these elements of classification of constitution, the present Nigerian constitution can be written, Federal and Presidential constitution.

Some Functions of the Nigerian Constitution

1. It helps the citizens to know the laws of the land.
2. It helps the citizens to clearly identify the organs of government and the functions of those in power.
3. It states how the rulers should govern the country.
4. It explains the rights and duties of the citizens.
5. It helps the citizens to know who Nigerian citizens are and how a foreigner can become a Nigerian citizen, if he or she wishes to.

Fundamental Human Rights as Contained in the 1999 Nigerian Constitution

1. Right to life: "Every person has a right to life, and no one shall be deprived intentionally of his life, save in execution of the sentence of a court in respect of a criminal offence of which he has been found guilty in Nigeria" Section (33.1)
2. Right to personal liberty: "Every person shall be entitled to his personal liberty and no person shall be deprived of such liberty" Section (35.1)

3. Right to dignity: "Every individual is entitled to respect for the dignity of his person" Section (34.1)
4. Right to privacy: "The privacy of citizens, their homes, correspondence, telephone conversations and telegraphic communications is hereby guaranteed and protected" Section (37)
5. Right to fair hearing: "In the determination of his civil rights and obligations, including any question or determination by or against any government or authority, a person shall be entitled to a fair hearing within a reasonable time by a court or other tribunal established by law and constituted in such manner as to secure its independence and impartiality" Section (36.1)
6. Right to freedom of expression: "Every person shall be entitled to freedom of expression, including freedom to hold opinions and to receive and impart ideas and information without interference" Section (39.1)
7. Right to freedom of thought, conscience and religion: "Every person shall be entitled to freedom of thought, conscience and religion, including freedom to change his religion or belief, and freedom (either alone or in community with others, and in public or in private) to manifest and propagate his religion or belief in worship, teaching, practice and observance" Section (38.1)

8. Right to freedom of movement within Nigeria: "Nothing in subsection (1) of this section shall invalidate any law that is reasonably justifiable in a democratic society imposing restrictions on the residence or movement of any person who has committed or is reasonably suspected to have committed a criminal offence in order to prevent him from leaving Nigeria" (41.2 (a)
9. Right to acquire and own immovable property anywhere in Nigeria: "Subject to the provisions of this Constitution, every citizen of Nigeria shall have the right to acquire and own immovable property anywhere in Nigeria" Section (43) and other.

CONSTITUTION OF THE FEDERAL REPUBLIC OF NIGERIA 1999

Table of Contents

Constitution of the Federal Republic of Nigeria (Promulgation) Decree
Chapter One: General Provisions
Chapter Two: Fundamental Objectives and Directive Principles of State Policy
Chapter 3: Citizenship
Chapter Four: Fundamental Rights
Chapter Five: The Legislature
Chapter Six: The Executive
Chapter Seven: The Judicature
Chapter Eight: Federal Capital Territory, Abuja and General Supplementary Provisions
First Schedule: States of the Federation. Definition of Federal Capital Territory Abuja
Second Schedule: Legislative Powers
Third Schedule: Federal Executive Bodies & State's Executive Bodies
Fourth Schedule: Functions of a Local Government Council
Fifth Schedule: Code of Conduct for Public Officers
Sixth Schedule: Election Tribunals
Seventh Schedule: Oaths

(**Source:**
http://www.waado.org/NigerDelta/ConstitutionalMatters/1999 Constitution/Table of Contents. html)

CHAPTER SEVEN
AN OVERVIEW OF CONSTITUTIONAL DEVELOPMENT IN NIGERIA

Introduction

Constitutional development in the history of Nigeria dates from the merger|fusion of the then existing colony and the protectorate of southern Nigeria with the protectorate of Northern Nigeria in 1914. Between 1914 and 1950, constitutional makings in Nigeria were the sole responsibility of the colonial officers acting by and through the British officials. The demand for check and balances, and to have a say in the affairs of Nigeria by Nigerians culminated constitutional development. Each successive pre-independence constitutional instrument was enacted through an orders-in-council of the British monarch.The 1914 constitution created a legislative council of the colony which was however restricted to making laws for the colony of Lagos alone, whilst the Governor General made laws for the rest of the country.

The Clifford Constitution 1922

This constitution was enacted eight years after the 1914 constitution. It was named after Governor Sir Hugh Clifford. The 1922 constitution provided for a 46 member legislative council which was given law making responsibilities for the colony of Lagos and the southern provinces. The council had 27 members including the Governor, the Lieutenant Governors, other elected and nominated members including three representing Lagos as the administrative and commercial capital and one representing Calabar as a big commercial center (the council was composed entirely of British officials) and 15 unofficial members. Residents of the Northern provinces were members. The constitution introduced the elective principle with Lagos and Calabar being granted the franchise (right) to elect their representatives to the legislative council.

The Richard's Constitution 1946

The 1946 constitution was named after Sir Arthur Richard who succeeded Sir Bernard Boudillon as the Governor of Nigeria in 1943. After one year of assumption in office, Richard made proposals for a new constitution for Nigeria. The constitution defined Nigerian into three main regions (Northern, Western and Eastern regions). This constitution was a compromise instrument on the part of the colonial leaders; it was designed to establish a constitutional frame work in which all sections of Nigeria could be represented on the legislative

council and which guaranteed an unofficial majority both in the House of Assembly and Legislative council for indigenous Nigerians. The constitution provided for the composition of the central legislative council with 16 official members, 28 unofficial members in the ratio of four elected and 24 nominated or indirectly elected. The North was to be represented by two officials, the chief commissioner and one resident, and by nine of the 24 unofficial members. The East and West were also to be represented by those two officials each, and six and five nominated officials respectively (Bulya, 2009:76). Lagos had official, and one nominated unofficial in addition to its elected members, while Calabar was to have an elected member. This constitution came into force in January, 1947.

The Macpherson Constitution 1951

Five years later, the 1946 constitution was replaced by Sir John Macpherson constitution in 1951. The 1951 constitution came into being after an unprecedented process of the constitution with the peoples of Nigeria. The Macpherson's constitution gave Nigerians a greater participation in their affairs. Meetings and consultations leading to its making were held at five levels (villages, districts, divisional, provincial and Regional levels) before the national conference. The regional conferences were held in Ibadan, Enugu and Kaduna-Southern, Eastern and Northern regions respectively and produced a consensus in favour of Federal System of Government with a few difference as to its format. The constitution represented a major advancement on the old constitutional order by

introducing African elected majorities in the central legislature and in the regional houses of assembly; endowing the legislative houses with independent legislative power in many area of state activity; and establishing a Federal System for Nigeria for the first time. The memberships of each regional house of assembly were as follows:

1. Northern Region: 90 elected, 4 unofficial and 10 special members
2. Western Region: 80 elected, 4 unofficial and 3 special members
3. Eastern Region: 80 elected 5 unofficial and 3 special members.

An executive council was established and a Lieutenant- Governor appointed in each regions. It composed of the Lieutenant Governor as the president, 6 ex-officials and 9 other members appointed by the Lieutenant Governor from regional houses of assembly. A house of chiefs was also created in the western region, consisting of the Lieutenant Governor as the president, 4 chiefs and 3 ex-official members.

The Littleton's Constitution 1954

On the wake of reports of violent eruptions in the Northern city of kano which pitched Northerners against Southerners leading to massive loss of lives and properties and subsequent conferences held in London 1953 and Lagos 1954 where the constitutional reforms that led to the Littleton constitution of 1954. The constitution made regional governments independents of the central government.

Lagos was taken out of the control of any regional government and made the Federal Capital Territory with four other federation components of the Northern, Western; Eastern and Southern Cameroon. Southern Cameroon however had no ministerial responsibility until 1958.

The judiciary was reorganized so as to establish regional judiciaries. The 1954 constitution is best described as the transitional instrument towards Nigeria's independence in 1960 under federal structure with democratically elected federal and regional legislature.

Constitutional Conference 1957 – 1959

In 1957, a constitutional conference was attended by nationalists (Sir Ahmadu Bello, Dr. Nnamdi Azikiwe chief Obafemi Awolowo); the premiers of the North, East and West respectively. Three advisers also represented the southern Cameroon. Their major demand was for independence for Nigeria in 1959. The colonial secretary however, rejected the demand but indicated that independence may be considered for a date in 1960.

The 1958 constitutional conference agreed that the Northern region should become self-governing on 15 March, 1959, while independence for the whole country should be on 1 October 1960. Other decision concerned revenue collection, creation of new regions and boundary adjustments after independence, amendment to the

constitution and the status of southern Cameroons. In 1959, the house of assembly of the southern Cameroons took a decision that the territory should cease to be part of the Nigerian federation as from the date of independence. A code of fundamental human rights was formally created, thereby completing a bicameral legislature in each of the three regions and in the centre.

The 1960 Constitution

Nigeria was granted political independence as a sovereign state under the 1960 constitution and ceased to be protectorate of Nigeria which provided for a parliamentary system of government, with Northern, Eastern and western regions, a bicameral legislative framework of the federal (senate and house of representatives) and regional levels (house of assembly and house of chiefs) with the legislative powers of government delineated into three categories (Exclusive, Concurrent and Residual).

The parliamentary system designed in 1960 constitution recognized the British monarch as the head of state with powers to appoint a resident agent (Governor-General) to exercise executive powers on her behalf, while the prime minister elected by the federal parliament acted as the head of the federal executive council. The constitution also took steps to outline constitutionally protected rights for citizens and persons in Nigeria.

Post-Independence Constitutional Development

The 1963 Constitution

The fundamental features of the 1963 constitution in Nigeria included the establishment of first republic under a parliamentary system of government by replacing the Governor-general with a president elected directly by members of the federal legislature. The federal Supreme Court also became designated as the final appellate judicial authority over Nigerian affairs instead of the Privy Council. Nigeria henceforth owed allegiance not to the British crown but to the republic of Nigeria.

In 1966, the 1963 constitution was however set aside by a violent military coup d'état that supplanted the first republic with military dictatorship which lasted for 13 years (including the civil war period of 1966-1969) under four military heads of state. The then head of state, Gen. Olusegun Obasanjo in 1979 ushered in the second republic with the promulgation of a new constitution.

The 1979 Constitution

The actual handing over of political power to the newly elected public officers on the 1st of October, 1979 marked the operation of a new constitution. The constitution set up Nigeria under a presidential system of government with a Federal Government; it created Federate Executive bodies which include Federal Civil Service Commissions, Federal Judicial Service Commissions, National Defense Council, National Economic Council, National Population Commission, National Security Council etc. State executive was established for 19 states of the federation.

The constitution provided for a national assembly comprising of a House of Representatives with a population of 450 elected members and 95 elected members of the Senate. Chapter four of the 1979 constitution enshrined in it the fundamental human rights of the citizen; Article 30 – 40included the right to life, liberty and association.

Like the 1963 constitution, the life-span of the 1979 constitution was abruptly terminated on 31 December, 1983 when the Civilian Administration of ShehuShagari and Alex Ekweme was toppled and replaced by the military under the leadership of Gen. MuhammaduBuhari and TundeIdiagbon. That regime seededother three extra-constitutional regimes of Gen. Ibrahim Babangida (1985-1993),Mr. Earnest Shonekan(interim civilian led regime) and Gen. SaniAbacha military dictatorship (1993-1998) and Gen. AbdulsamiAbubakar military administration which successfully ushered in the third republic on the 27 May,1999 with the introduction of the 1999 Constitution.

The 1999 Constitution

There are problems of the 1979 constitution as highlighted by Bulya (2009) that led to the 1999 constitution. These include:

1. inadequate consultation as regards the making of the constitution;
2. It was done solely by elected members and did not allow the masses participation in the fashioning out of the constitution.

The 1999 constitution however, provided for a two party system in place of the multi-party system. It also provided for a Federal System of Government with executive presidency as before. Other constitutional provisions remained the same as the 1979 constitution with little or no modification.

The 1999 constitution came into effect on 29 may 1999, and was the outcome of a transition process led by the military government of General Abdusalam Abubakar after more than 15 years of failed attempts to restore civilian rule (Ayu and Dakas, n.d). Two major constitution-making efforts had failed during these years; the short-lived 1989 constitution that was never implemented fully and a 1995 draft constitution that was abandoned in 1998 after the sudden death of General Sani Abacha.

As part of the transition, General Abdusalami Abubakar appointed a constitution debate coordinating committee headed by Justice Niki Tobi, charging it to organize nationwide consultations on a new constitution and to make a report and recommendations.

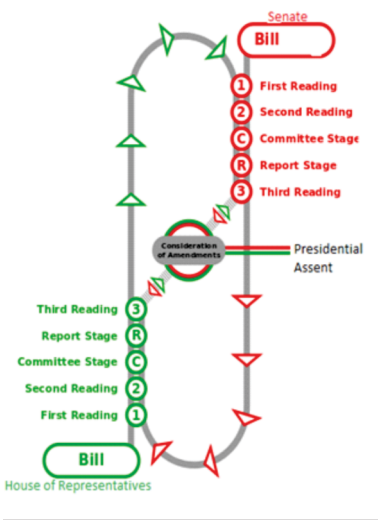
Chapter Eight

LAW, BILL AND ACT

A law is a comprehensive or broad term for any legal rule or regulation enforced by government to regulate behavior or activities of that society. The term can also be refers to as a system of rules that are created and strengthened by the government for particular purpose.

A bill is a proposed law that is drafted by an individual, government or by lawmakers to be debated and voted upon in the legislature. A bill does not become a law until it is passed by the legislature and approved by the executive. An Act (Statute) is a bill that has been enacted into law.

DIAGRAM SHOWING MOVEMENT OF BILL IN THE NATIONAL ASSEMBLY



KEY	
●	Presidential Assent
●	Senate Chamber
●	House of Representatives Chamber
▶	Movement of Bills from the Senate
▶	Movement of Bills from the House of Representative

(Adopted from: en.m.wikipedia.org, 2019)

In Nigeria, for any constitutional amendment to become a law, the amendments needs to be presented to all 36 State House of Assemblies and must have 24 House of Assemblies voted in favour.

Age Reduction Act

The Age Reduction Act also known as Not Too Young to Run is an amendment of Sections 65(1), 106(b), 131(b), and 177 (b) of the Nigeria Constitution

Before the amendment, the Constitution required that anyone vying for a seat at the National Assembly must attain the age of 35 years for Senate and 30 years for House of Representatives; Section 106(b) stipulated that a candidate must attain the age of 30 years before contesting for a seat at the State House of Assembly; Section131 (b) pegged the age at 40 years for candidate vying for the office of the President; while Section 177(b) pegged age of Governorship candidates at 35 years.

Age Reduction Act started as a bill conceived in 2016 by several Civil Society groups including Youth Initiative for Advocacy, Growth and Advancement (YIAGA). It was sponsored in the National Assembly by Tony Nwulu in the House of Representatives and AbdulAziz Nyako in the Senate. The bill undergone constitutional processes at the National Assemblies and State House of Assemblies and was assented to by the President on the 31 May, 2018.

The Act stipulates years for citizens to contest for elective positions as follows:

a. State House of Assemblies from 25 years old
b. House of Representatives from 25 year old
c. President of the Federal Republic of Nigeria from 35 years
d. The Senate and the Office of Governors stands from 35 years old.

The essence of the Age Reduction Act is to enable a democracy that would allow:

a. Youths participation in political process
b. Give youths opportunity to run for public offices with constitutional barking
c. Recognize the youths as critical stakeholders for societal development

Chapter Nine

PUBLIC COMMISSIONS ESTABLISHED IN NIGERIA

Introduction

A public commission is a body or group of people, officially tasked by the government with the aim of carrying out a particular function. The primary purpose is to provide services to the people. Some of these commissions established by the Nigerian Constitution include:

(a) Public Complaints Commission

The public complaints commission is an organ of the government set up to redress complaints lodged by aggrieved citizens or residents in Nigeria against administrative injustice. The law establishing public complaints commission was enacted vied degree 31 of 1975 during the General Yakubu Gowon administration and later became CAP37, Laws of the Federal Republic of Nigeria 2004.

Aims and Objectives of **Public Complaints Commission**

The commission aims at:

1. Promoting social justice for the individual citizen
2. Providing a viable option for Nigerians or anyone residing in Nigeria seeking redress against injustice arising from

administrative bureaucratic errors, omission or abused by officials of government or limited liability companies in Nigeria.

3. Improving public administration in general by pointing out weaknesses observed in the laws, procedures, practices, rules and regulations and standard behavior of officials.

Functions of Public Complaints Commission

1. Provide impartial investigation on behalf of the complainant who feels aggrieved by the action or inaction of the government or local government or private companies.
2. The commission's investigation department is divided into four sections of (a) private sector (b) pension (c) public sector (d) banking and finance. They each handle specific areas.
3. The commission is independent of government bureaucracy and at the same time has extensive powers regarding confidentiality and access to all government information including the production of document which aid the commission in its investigation.
4. Investigation of all complaints is provided at no cost to both the complainants and the respondents.
5. The complaints are treated with confidentiality it deserves.

Types of Complaints Entertained by the Commission

1. Delay in payment of gratuity, land compensation, etc.
2. Non-payment of goods bought or services rendered to government departments and co-operate bodies.
3. Wrongful termination of appointment/dismissal.
4. Difficulty in getting insurance companies to pay claims.
5. Loss of postal documents or parcels by carrier companies.
6. Non-issuance of appointment letter or non-adherence to the labour act by private companies.
7. Non refund of contributions by the national housing fund, and other mortgage institutions.
8. Unjust and indefinite suspension and interdiction.
9. Non-issuance of result/certificate/ill treatment by examination bodies, schools and higher institutions.
10. Non-issuance of share certificate/dividend warrant or outright cheating by financial institutions.
11. Cases outside the commission's purview are referred to the relevant agencies for redress as well as monitoring the outcome. Etc.

The commission places high priority on being accessible to the citizens. Therefore it has offices in the thirty six states of the Federation and FCT, as well as five zonal offices in each state of the Federation. This facilitates the ease with which complaints reach the commission. It also reduces the transportation costs and risks exposed to in the course of lodging complaints.

Procedures for Lodging Complaints

1. Complaints are lodged in writing and signed by the complainant himself/herself before it is submitted to the commission and addressed to the Honorable Chief Commissioner.
2. The complainant who is not literate is assisted by the officials of the commission to write the complaints, and this is read and interpreted to him in the language he understands and in the presence of a witness. All the three present would append their signature or right thumped impression to the complaint letter.
3. Copies of all documentary evidences are attached to the complaint letter to help redress the matter.
4. The complaint letter if submitted by hand is acknowledged instantly by the registry, and if posted, it is acknowledged within 24 hours.

5. It is required for reasons of proximity to the nearest state or area office in the state where the action took place.

6. Summary of issues to be covered in the letter include:

a. Name and address of the authority/organization/persons against who the complaint is made

b. Name and address of the complainant; with telephone number(s).

c. Name and address of the place where the action of failure of justice occurred.

d. Details of complaints, addresses of witnesses and documents vital to the complaint must be attached.

e. Date when the action occurred and date of the complainant's awareness of the grievance.

f. Evidence that the complainant has exhausted all available internal mechanisms for redress before recourse to the commission.

g. The prayer or request for remedy (what complainant wants to be done).

(b) SERVICOM

SERVICOM is about service rendered. It focuses on the quality of contact people have with the government and other public institutions or the lack of it.

Objective of SERVICOM

The objectives of SERVICOM include:

1. Learn the principles, ideals and tenets of Service Delivery in Government Establishments.

2. Develop mechanism for collating all complaints, both internal and external.

3. Institute a framework for resolving and escalating all unresolved complaints, including obtaining feed backs from complaints

4. Assist the staff to understand the need for Service Excellence

5. Assist staff to take personal responsibility for customer satisfaction.

Functions of SERVICOM

The main functions of SERVICOM are to:

1. Co-ordinate the formulation and operation of SERVICOM Charters and service improvement plans in Ministries, Department of Agencies.

2. Monitor and report progress and performance of Ministries, Department of Agencies under SERVICOM obligation through compliance evaluation.

3. Carry out surveys of services and customers' satisfaction

4. Publicizes charters and sensitize citizenry to demand quality service as a right at all times.

Every Ministry, Department and Agency is required to produce a service charter derived from their mission statements, create a SERVICOM unit, and appoint a nodal officer to head the unit with a complement of three (3) other staff to drive service delivery and improvements in Ministries, Departments and Agencies.

(c) Civil Service Commission

A Civil Service Commission is an executive body in Nigeria that has the authority to make appointments and transfers, and to exercise disciplinary control over all civil servants.

At the federal level, it is called Federal Civil Service Commission while at the state level; it is known as the State Civil Service Commission, with the same objectives and functions.

Functions of Civil Service Commission

The following are functions of the Civil Service Commission:

1. Recruitment of senior civil servants

2. Ratification of promotion of officers to senior positions, including conducting promotion, interviews and examinations.

3. Hearing of appeals on matters of appointments, promotion and discipline.

4. Provide guidelines on appointments, promotions and discipline.

5. Review and approval of recommendations on disciplinary cases of senior officers.

(d) Independent National Electoral Commission(INEC)

The Independent National Electoral Commission (INEC) is an electoral body which is set up to oversee elections in Nigeria. The origin of INEC is traced back to the period before independence when the Electoral Commission of Nigeria (NEC) was established to conduct the 1959 elections (INEC, 2010).

The Federal Electoral Commission (FEDECO), established in 1960 conducted the immediate Post-Independence Federal and Regional elections of 1964 and 1965. FEDECO was dissolved after the military coup of 1966 but reconstituted in 1978 by General Olusegun Obasanjo to conduct elections of 1979 and 1983.

In 1995, General sani Abacha administration established the National Electoral Commission of Nigeria (NECON) which was not inaugurated before his sudden death in 1998. General Abdusalami Abubakar in 1998 dissolved NECON and established the Independent National Electoral Commission (INEC) which ushered in the Nigeria fourth Republic on 29th May, 1999.

Functions of Independent National Electoral Commission

The functions of INEC as contained in section 15, part 1 of the third schedule of the 1999 constitution (as amended) and section 2 of the Electoral Act 2010 (as amended) include:

1. To organize, undertake and supervise all elections to the offices of the president and vice-president, the Governor and Deputy-Governor of a state, and to the membership of the Senate, the House of Representatives and the House of Assembly of each state of the Federation.

2. Register political parties in accordance with the provisions of the Constitution and Act of the National Assembly.

3. Monitor the organization and operation of the political parties, including their finances, conventions, congresses and party primaries.

4. Arrange and conduct the registration of persons qualified to vote and prepare, maintain and revise the register of voters for the purpose of any election under the Constitution.

5. Monitor political campaigns and provide rules and regulations which shall govern the political parties.

6. Conduct voters and civic education

7. Promote knowledge of sound democratic election process

8. Conduct any referendum required to be conducted pursuant to the provision of the 1999 Constitution or any other law or Act of the National Assembly.

(e) Economic and Financial Crimes Commission (EFCC)

The Economic and Financial Crimes Commission (EFCC) is a Nigerian law enforcement agency that investigates financial crimes such as advance fee fraud (419) and money laundering. The commission was establish in 2003. The EFCC tracks illicit wealth accruing from abuse of office, especially attempts to integrate such wealth into the financial institution (EFCC, 2009).

Functions of Economic and Financial Crimes Commission

The commission functions as follow:

1. Investigate all financial crimes including advance fee fraud, money laundering, counterfeiting, illegal charge transfers, future market fraud, and fraudulent encashment; of negotiable instruments, credit card fraud, contract scam.

2. Co-ordination and enforcement of all economic and financial crimes laws and enforcement functions conferred on any other person or authority.

3. Adoption of measures to identify tracks, freeze, confiscate or seize proceeds derived from terrorist activities, economic and financial crimes related offences or the properties, the value of

preventive and regulatory actions, introduction and maintenance of investigative and controlling techniques on the prevention of economic and financial crimes.

5. Facilitate rapid exchange of scientific and technical information and the conduct of joint operations geared towards the eradication of economic and financial crimes.

6. Examination and investigation of all reported cases of economic and financial crimes with a view to identifying individuals, corporate bodies or groups involved.

7. Determine the extent of financial loss and such other losses by government, private individuals or organizations.

8. Collaborate with government bodies both within and outside Nigeria carrying on functions wholly or in part analogous with those of the commission.

9. Taking charge of, supervising, controlling, coordinating, all the responsibilities, functions and activities related to the current investigation and prosecution of all offences connected with or relating to economic and financial crimes, in constitution with the Attorney-General of the federation.

10. Co-ordinate all existing economic and financial crimes, investigating units in Nigeria.

11. Carry out and sustain rigorous public and enlightenment campaign against economic and financial crimes within and outside Nigeria.

Carry out such other activities as are necessary or expedient for the full discharge of all or any of the functions conferred on it under this act.

Chapter Ten

POLITICAL PARTIES IN NIGERIA

Meaning of Political Party

A political party is an association of people from different economic and social background who come together with the aim to elect candidates into public offices by supplying them with identification tags by which they are known to the electorates; they agree on ideologies for the society with a view of promoting the collective good of the people. As viewed by Anifowose and Enamor (2008) a political party is a group of persons bonded in policy and opinion in support of a general political cause, which essentially is the pursuit, capture and retention for as long as democratically feasible, of government and its offices. Alexander (2012) defined it as a body or group of men and women of varying profession, economic and social class who share similar principles, beliefs and interest for the primary purpose of governing a country for the good of all people.

Characteristics of a Political Party

1. Different group of people engage in contest carried out through casting of votes by balloting

2. Consist if people with the same ideologies. For example, seeking control of government.

3. Usually have emblem which signifies the identity

4. Political parties have supporters or strive for popular support.

5. Select party flag bearers through primary elections

Functions of a Political Party

The following are some functions of political parties

1. Articulate the feelings of the society to create avenue to enable electorates make choices of who should be their representatives

2. Organize public opinions to discuss and debate political issues to educate members of the public.

3. Conflict management; unite people from different cultures, sex and religious background.

4. Facilitate communication between government and the governed.

5. Educate electorates on the party's ideologies.

Political Ideology

Political ideology is the thoughts of an individual concerning the art and process of governing. Afolabi and Otuno (2010) define it as a certain ethical set of ideals, principles, doctrines, myths, or symbols of a social movement, institution, class, and/or large group that explains how society should work, and offers some political and cultural blueprint for a certain social order. These thoughts include:

Capitalism

This is a system of government where all means of production of goods and services are privately and largely owned and operated for profit.

The advantages of Capitalism are as follows:

1. Entrepreneurial activities are profit-oriented and profit-motivated.
2. Entrepreneurial competition increases quality of goods and services.
3. The consumer has a greater choice of goods and services.
4. Creativity and rapid development resulting from healthy competition of private enterprises.
5. Enhance growth in the economy due to private activities

The disadvantages of Capitalism include:

a. Creation of class distinction comprising the rich and the poor.b. Unfair distribution of national resources;

c. Exploitation of labour in terms of wages and hours of service.

d. Consumer exploitation in terms of quality and price of goods and services since profit is the underlining motive for production.

(a) Socialism

This is a system whereby the central government controls the means of production and distribution of goods and services. In this system of government, private ownership of the means of production does not exist.

Advantages of the socialist society:

a. The interest of all citizens is considered.

b. There is a sense of belonging for all citizens regardless of the part of the country they come from.

c. There is no class distinction.

d. It eliminates private monopoly of any sector of the economy.

Socialism has the following disadvantages:

a. Consumer's choice of goods and services is greatly limited.

b. Individual creativity and entrepreneurship spirit is restricted

c. Public corporation becomes inefficient due to lack of competition.

d. Labour is under-utilised and ill-motivated resulting in inefficiency and poor quality of goods and services.

e. Economic development is slow due to lack of competition.

(b) Communism

This is a system of government whereby all the means of production is owned by the community. The aim of a communist government is to create a classless society. All the production from the community is distributed based upon need, not by effort or amount of work. It is expected that the basic needs for each worker are met by the community and there is no more to be obtained through working more than what is required. Example, one who works more receives the same share based on need.

Communism and socialism are sometimes used interchangeably, though they are quite different. However, they are both political structures that promotes equality and seeks to eliminate social class. In a communist society, everything is owned by working class. Everyone work towards the same communal goal while in socialism, instead of workers owning the facilities and tools for production, workers are paid and allowed to spend their wages as they choose, while the governing body owns and operates the means of production for the benefit of working class.

(c) Feudalism

This system of government existed in Europe during the middle ages. People worked and fought for noble who gave their properties and the use of land in return. The land is associated with the sovereign authority in the society. In this system of government, each level of authority owes its authority and allegiance to his Lord.

The following are the advantages of feudalism:

a. There is limited liberty under the system, because the feudal lords share some of the king's authority.
b. The feudal lords enjoy relative independent and self-reliance.
c. The land owners enjoy the loyalty of their tenant.
d. The land in the society is put to effective use.

Disadvantages of Feudalism

a. The feudal lords have the tendency of revolting against the king thus leading to a state of anarchy.
b. The individual kingdom can cheat the central kingdom since taxes are paid on resources generated from lord.
c. There is the situation of frequent uprising and war resulting from territorial expansion.

(d) Totalitarianism

This is a system of government by which the reach of government is limitless. Within totalitarianism, the leadership controls all aspects of the state from economical to political to social and cultural. They also control science, education, art and private lives of residents to the degree of dictating proper morality. Common examples are one party state and military government. The characteristics are like those of fascism.

(e) Fascism

This is a political system in which all the forces in the country are led by a dictator who suppresses opposition and criticism, regimenting all industry, commerce and emphasizing aggressive nation.

Characteristics of Fascism

a. The state controls the interest of individuals and groups of people.
b. There are no political parties, Trade Unions, industrial or commercial association.
c. There are no public meetings, education and publications.
d. The state regulates the manufacturing business and labour.

Chapter Eleven

AN OVERVIEW OF THE CONTEMPORARY NIGERIA GOVERNMENT

THE EXECUTIVE

The president is elected through common suffrage. He or she is both the chief of state and head of government, heading the Federal Executive Council (FEC).The executive branch is divided into Federal Ministries, each headed by a minister appointed by the president. Each state is to be represented by at least one member in the FEC. The President's appointments are confirmed by the Senate of Nigeria. In some cases, a federal minister is responsible for more than one ministry for example, Environment and Housing may be combined, or a minister may be assisted by one or more ministers of State. Each ministry also has a Permanent Secretary, who is a senior civil servant.

The ministries are responsible for various parastatals (government-owned corporations), such as universities, the National Broadcasting Commission, and the Nigerian National Petroleum Corporation. However, some parastatals are the responsibility of the Office of the Presidency, such as the Independent National Electoral Commission, the Economic and Financial Crimes Commission and the Federal Civil Service Commission etc.

The Legislative

The National Assembly of Nigeria has two chambers: the House of Representatives and the Senate. The House of Representatives is presided over by the Speaker of the House of Representatives. It has three hundred and sixty (360) members, who are elected for four-year terms in single-seat constituencies. The Senate has one hundred and nine (109) members and is presided over by the President of the Senate. Each state has three-seat constituencies and one-seat constituency from the Federal Capital Territory (Abuja).

The Judiciary

The judicial branch consists of the Supreme Court of Nigeria, the Court of Appeals, the High Courts, and other trial courts such as the Magistrates', Customary, Sharia and other specialized courts. The National Judicial Council serves as an independent executive body, separating the judiciary from the executive and legislative arms of government. The Supreme Court is presided over by the Chief Justice of the federation and thirteen associate justices, who are appointed by the President of Nigeria on the recommendation of the National Judicial Council and subject to confirmation by the Senate.

The Administrative Divisions

Nigeria is divided into one (1) Federal Capital Territory (FCT)and thirty-six (36) states. These include: Abuja (Federal Capital Territory), Abia, Adamawa, Akwa-Ibom, Anambra, Bauchi, Bayelsa, Benue, Borno, Cross River, Delta, Ebonyi, Edo, Ekiti, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Lagos, Nasarawa, Niger, Ogun, Ondo, Osun, Oyo, Plateau, Rivers, Sokoto, Taraba, Yobe, and Zamfara.

There are seven hundred and seventy-four (774) Local Government Areas (LGAs) in Nigeria. Kano State has forty-four (44) which is the highest state with Local Government Areas, while Bayelsa State has nine (9), which is the lowest. The Federal Capital Territory, Abuja has six (6) LGAs.

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STANZA 1

Arise, O compatriots,
Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labour of our heroes past
Shall never be in vain
To serve with heart and might
One nation bound in freedom,
Peace and Unity.

NATIONAL PLED

I Pledge to Nigeria
To be faithful, loyal
To serve Nigeria wi
To defend her unity
And uphold her hon
So help me God.

COAT OF ARM

DESCRIPTION OF THE COAT OF ARM

At the top of the coat of arm is an eagle, red in colour and mounted on a wreath which is rendered in the national colours.

The eagle and wreath rest on a black shield with a Y-shaped silver coloured wavy band in the middle of the black shield. Two white horses support the shield on either side.

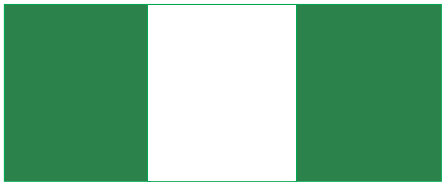
The base on which the shield rests is coctusspectabilis, a wild flower that grows in many parts of the country. Underneath is the motto of the country "Unity and Faith, Peace and Progress"

The red eagle depicts Nigeria's strength.

The black shield signifies the fortuitous qualities of the land in agricultural, mineral and solid resources.

The Y-shaped silver coloured wavy band in the middle of the black shield represents the two major rivers in the country (River Niger and River Benue). The two horses signify dignity and pride of Nigeria.

NATIONAL FLAG



Description of the National Flag

White vertical stripe sandwiched between two green stripes of equal dimensions.

White stripe denotes peace and unity while the green stripes represent agriculture.

Number of Ethnic Groups in Nigeria's 36 States

S/N	State	No. of Ethnic Groups	S/N	State	No. of Ethnic Groups
1.	Abia	01	20.	Katsina	02
2.	Adamawa	80	21.	Kebbi	19
3.	AkwaIbom	07	22.	Kogi	13
4.	Anambra	01	23.	Kwara	04
5.	Bauchi	51	24.	Lagos	03
6.	Bayelsa	04	25.	Nasarawa	25
7.	Benue	09	26.	Niger	22
8.	Borno	23	27.	Ogun	01
9.	Cross River	30	28.	Ondo	03
10.	Delta	06	29.	Osun	01
11.	Ebonyi	02	30.	Oyo	01
12.	Edo	09	31.	Plateau	52
13.	Ekiti	01	32.	Rivers	09
14.	Enugu	01	33.	Sokoto	03
15.	Gombe	17	34.	Taraba	39
16.	Imo	01	35.	Yobe	10
17.	Jigawa	05	36.	Zamfara	03
18.	Kaduna	32	37.	FCT	03
19.	Kano	02			

Source: Alubo, 2004:35